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ABSTRACT

This paper presents a guide for the planning and evaluation of student teachers' performance based on performance objectives. According to the author performance objectives are written sets of behaviors that the student may perform in order to demonstrate achievement. A minimal pattern of performance objectives should be mandated for all student teachers. Research suggests a hierarchy of ten levels of role behavior engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching thus prohibiting structured time periods. Performance objectives and the ten classifications of behavior enable the student to analyze the whole role of the teacher and decide where his university classroom experiences fit. These objectives help to orient the student teacher to the role of teachers, enable him to interpret the behavior he observes, and help him to act in response to his observations. Performance objectives also serve as a planning guide for supervising teachers enabling them to help the student see the total picture of the teacher's role. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance. Ten checklists of performance objectives and an appendix with a weekly behavioral objective report are included. (MJM)

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PERFORMANCE OBJECTIVES

FOR

STUDENT TEACHING

A GUIDE FOR PLANNING AND EVALUATION

by

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Performance Objectives for Student Teaching

The recent popularity of performance objectives in the educational process has its origins in the recent past. Educators, during the early sixties became aware of the many behaviors that teachers performed. The role of the teacher was described as part-time leader, friend, nurse, mother, counselor, policeman, janitor, and instructor. In spite of this recognition of the multi-faceted role of the teacher, some educators felt that teaching was the verbal behavior engaged in while standing in the front of the room. This view is still held, although not in such traditional terms, by many beginning student teachers. They have not usually had the opportunity to observe and act out the role of a full-fledged teacher.

In recent years, we have moved toward a more definitive view of teaching behavior and this movement has aided the teacher preparation process. Now, the university supervisor and supervising teacher can help the student teacher recognize the broad role of a teacher and plan learning activities to elicit this broad

spectrum of behaviors.

Performance objectives are the key to this process for they are written sets of behaviors that the student may perform in order to demonstrate achievement.(1) There are various levels of performance objectives ranging from the universal to the very peculiaristic. Universal performance objectives are the common behaviors of teaching while peculiaristic performance objectives are unique sets of teaching behavior.

WHY USE PERFORMANCE OBJECTIVES?

Performance objectives are useful for a number of reasons:

1. They identify in advance the basis for evaluating student teacher behavior.
2. They help the student teacher assume a great share of the responsibility for defining the role of a teacher.
3. Since the student teachers vary, each can select an individualized pattern of performance objectives. Thus, the functioning role of a teacher may be reached in different ways.
4. Weekly evaluation conferences may be made more relevant when specific performance

objectives are discussed during the supervisory conference. Indeed, check-lists of selected performance objectives may be used for the conferences. This process will help the participants to discuss pertinent behavior and will help reduce the tendency to stray away from analysis of actual behavior.

5. The use of performance objectives by the supervising teachers and student teachers should help identify teacher preparation program needs. The combined feedback may, for example, suggest that a particular need is not being met at the university,. but is assumed to be.

6. A more realistic evaluation of the student teacher at the end of the experience should be facilitated by use of performance objectives. Placement forms might contain direct reference to performance objectives achieved.

7. A sense of fair play should develop between student teacher and evaluators if the ground rules for judgment are made clear. Use of performance objectives might save time involved in guessing what the evaluators want--be they

university or public school evaluators.

SEQUENCE OF PERFORMANCE OBJECTIVES

Student teachers are individuals and exhibit a multitude of wonderful differences. Therefore, only a minimal pattern or schedule of performance objectives should be mandated for all student teachers. Research suggests that some general sequence of learning is engaged in by student teachers. (2) This sequence composed of ten levels is represented in Figure 1.

A scenario related to Figure 1 might be written in the following words.

Initially, the student teacher is perhaps confused, overwhelmed, and self-doubting. He begins student teaching by questioning his knowledge and attitudes about teaching and checks the validity of his knowledge and beliefs by observing and testing reality. Later on he is able to use his skills in a one person to one person situation with pupils. This experience helps him gain confidence in himself and the knowledge he has learned.

Questions of procedure begin to become prominent as the student concerns himself with managing a group of

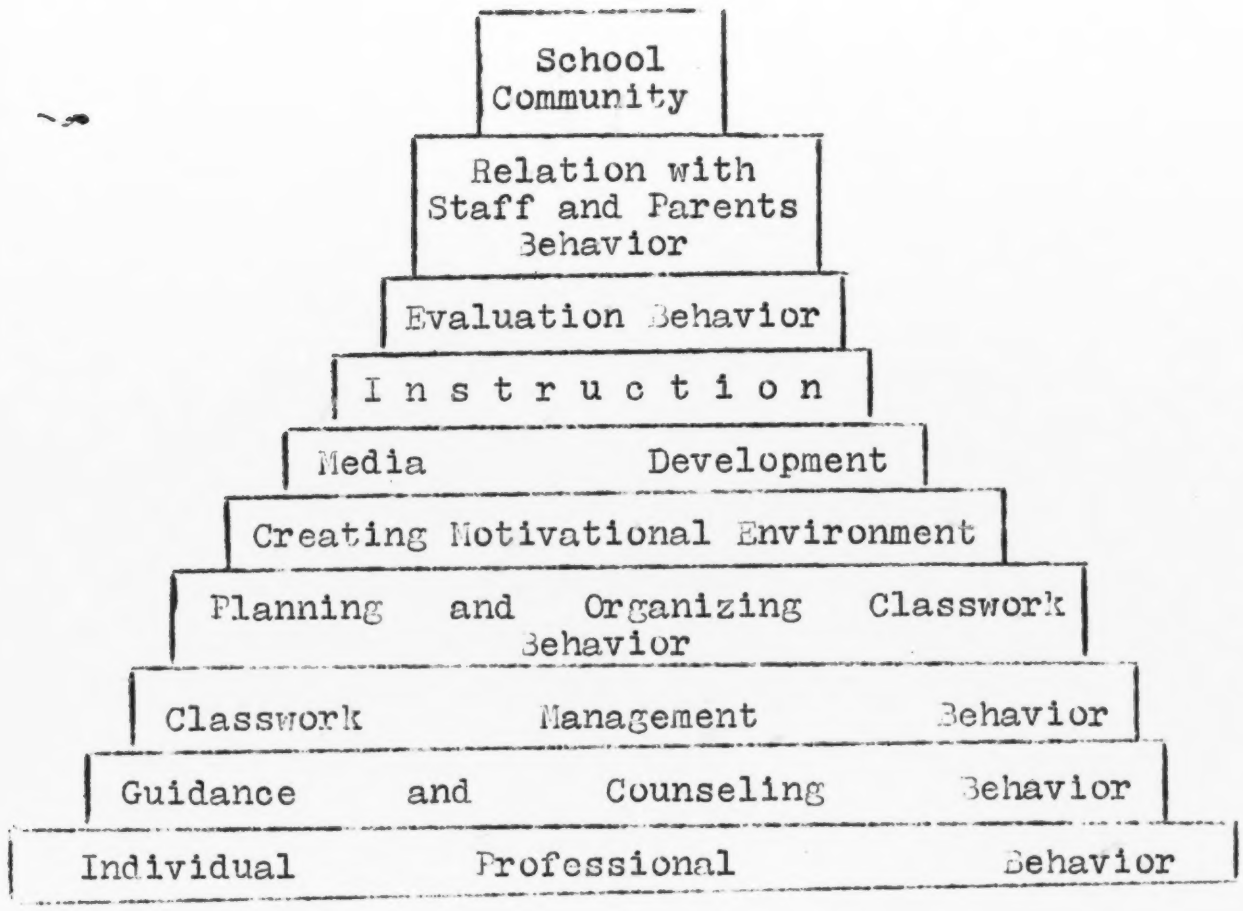
School Community
Relation with Staff and Parents Behavior
Evaluation Behavior
I n s t r u c t i o n
Media Development
Creating Motivational Environment
Planning and Organizing Classwork Behavior
Classwork Management Behavior
Guidance and Counseling Behavior
Individual Professional Behavior

Fig. 1: Hierarchy of role behaviors engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching.

young pupils for perhaps the first time. As these needs are met, the student teacher progresses to another level of behavior, which focuses on planning and organizing the activities within the classroom. He becomes concerned with getting the pupils motivated or just plain excited about his first lesson. The selection of the appropriate media becomes a primary concern, and the student teacher experiments until the satisfactory item is found.

Finally, the time arrives when he must facilitate learning for others. His instruction may not involve him in a visible way, for his challenge is getting pupils to want to learn. Perhaps it does involve him in an active way, and he can revel in the real or assumed attention he is receiving. In either case, the instruction does end, and he begins to reflect on pupil performance and on his own performance. He recalls his original performance objectives for his pupils and assesses the achievement of them.

Later, the classroom can no longer contain his spirit and energy and he seeks advice from other professionals within the building. He participates in activities involving parents, and later he may be involved in community meetings or clubs. He has experienced the full role of a teacher.

The time involved in this transformation may be one week or one semester for our student teachers are as different as their pupils. Perhaps John Dewey's thoughts express it best, for he suggested that we find out where the learners are and then facilitate their experience so they may grow (3). Performance objectives may be viewed as experience paths.

USING PERFORMANCE OBJECTIVES

Student Teachers

What does the teacher do in the real live school situation? This question is often in the mind of the beginning student teacher who has recent university classroom experience but little teaching role experience. His academic experience is now ready to be integrated in the teaching role.. Performance objectives and the ten classifications mentioned earlier help the student to analyze the "whole" role and decide where his university classroom experiences fit. The performance objectives help to orient the student teacher to the role of teacher.

The performance objectives may also help the student teacher interpret the behavior he is observing. Then, at a later time, these same objectives may help the student teacher act in response to his observations.

Supervising Teachers

Very often supervising teachers are faced with the problem of how to help the student teacher during the first week of experience. They desire information about student teacher capabilities and yet have no means to identify specific behavioral proficiencies. Performance objectives might meet this need, because they are readily adaptable to a checklist or observation form.

The performance objectives also serve as a planning guide much as Individually Prescribed Instruction material aids decision-making regarding pupil learning activities. Knowledge of the student teacher's proficiencies will allow the supervising teacher to plan activities that will optimize the number of performance objectives achieved by the student teachers. This process is especially important when the ten behavioral areas of teaching mentioned earlier are considered. Supervising teachers can focus on behaviors in a variety of areas and yet be able to see the whole picture of the teacher's role and help the student see this total picture.

Outcomes of evaluation practices are too often reduced to generalities such as "you did a good job," or they may be a more subtle comparison between the student teacher's personal beliefs and those of the supervising teacher. The words used to describe the

teaching behavior become abstract and almost meaningless when translated into cryptic rating categories. Performance objectives aid in describing a person's behavior, and open-ended rating forms are ideal for use in performance based programs. Principals and supervising teachers have long considered spontaneous comments as important as the check mark on a rating scale. Performance objectives need not hinder the spontanaity of comments. Indeed, they should become more descriptive and precise.

University Supervisors

Evaluation procedures may be enhanced by the use of performance objectives to develop general descriptive rating forms. These forms may be used to record student teaching behavior and then referred to during a conference with student teachers and supervising teachers.

Performance objectives may also be used to chart progress of student teachers on student teacher recommendation forms containing behavioral classifications. Evaluation procedures which include performance objectives thus become behavior centered and more descriptive.

Counseling and guidance are aided by information recorded in performance objective terms. The process of communication between university supervisor and supervising teacher would be facilitated by the use of

a common language concerning student teacher performance. This commonication is necessary during the planning and evaluation process.

Student teacher references may be prepared more precisely with performance data about each student teacher. This source of data aids the author of the recommendations and the student teacher who receives a more descriptive reference (4).

SUMMARY

The use of performance objectives has increased during the past ten years. Increased usage has developed because of a number of practical reasons: (1) they help in the evaluation process; (2) they aid in the role perception process; (3) they are adapted to individualized programs; (4) they represent "feedback" records; and (5) they are useful in the placement process.

Student teachers are as different as the pupils they teach; therefore, different patterns of achievement of performance objectives will emerge. There are general sequences, however, that may be used to guide student teacher activities.

Planning and evaluation procedures may be improved by the use of performance objectives. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance.

Checklists of Performance Objectives

The objectives presented herein have been gathered from many sources. We express our thanks to supervising teachers, student teachers, and other educators for their assistance. The objectives are by no means complete but represent some of the behaviors that we as teachers engage in. Our intent is to provide a checklist for guiding the identification of behaviors that student teachers may work towards each day and each week. We believe that identification of the goals is a necessary part of the evaluation of student teacher achievement. We hope that the conference between supervising teachers and student teachers will be facilitated by the use of this guide.

The performance checklists are classified into ten teacher behavior sections but this does not mean that behaviors are limited to any particular one. We do not view teaching behavior as a series of isolated activities but a constant flow of performance. We used these section headings simply to provide a starting point for the users. As we continue to work together we hope suggestions will be made and that they will be included in this guide. We look forward to your continued help so that our checklists will be useful and realistic.

Section 1

INDIVIDUAL PROFESSIONAL BEHAVIOR

This is behavior that is directed towards the improvement of the self as a professional person. It is concerned with knowledge of the role of a teacher and teaching as a profession. This behavior involves the more general aspects of the teaching role and the teaching profession.

Record observations of teaching behavior through use of observation schedule (Flanders).

____ Recognize self-impatience with children.

____ Recognize self attitudes toward children.

____ Demonstrate enthusiasm about instructional activities.

____ Compare self teaching behavior with other teachers.

____ Recognize teaching behavior of self.

____ Demonstrate knowledge of the purposes of several professional organizations.

____ Read current professional journals.

____ Analyze criticism from others and relate to teaching behavior.

____ Demonstrate courtesy, tactfulness, and promptness about school affairs.

____ Recognize the importance for keeping confidential information confidential.

____ Demonstrate knowledge of the legal aspects of teaching.

____ Recognize the characteristics of the phonics program.

____ Demonstrate knowledge of the phonics information in basal texts.

____ Identify school testing programs.

____ Recognize factors that influence the instructional performance and professionalism of the teacher.

____ Recognize factors that influence the non-instructional behavior of the teacher.

____ Find and use resources, persons, and materials in instructional improvement and professional development.

____ Develop education as a profession extending outside the classroom.

____ Analyze suggested alternative instruction behaviors from others.

____ Demonstrate a positive attitude toward new instructional methods and materials.

____ Identify social and philosophical factors as they influence educational programs.

____ Demonstrate knowledge of research findings which may bear on local school problems.

____ Demonstrate knowledge of local school philosophy, goals, and objectives.

____ Recognize the relation between maturation and growth.

____ Recognize the relation between maturation and experience.

____ Demonstrate knowledge of characteristics of psychomotor development.

____ Recognize characteristics of cognitive development.

____ Describe the role of a teacher.

____ Demonstrate knowledge of the relationship of social change and school progress.

____ Demonstrate knowledge of teacher organizations.

____ Demonstrate knowledge of teacher rights and legal status.

____ Demonstrate knowledge of teacher contracts, benefits, and tenure.

____ Demonstrate characteristics of openness and receptiveness to new ideas.

____ Demonstrate sensitivity to speech backgrounds of children.

____ Research reading habits and tastes of children.

____ Recognize the relationship between learning and culture.

____ Demonstrate knowledge of the historical background of reading instruction.

____ Recognize relationship between teacher behavior and pupil behavior.

____ Recognize relationship between teacher evaluation behavior and teacher guidance and counseling behavior.

Section 2

GUIDANCE AND COUNSELING BEHAVIOR

This is behavior that is directed toward individual pupils. It is designed to facilitate the healthy psychological growth of the pupil.

____ Make positive comments about student performance.

____ Ask students to share answers with "us" instead of "me".

____ Praise good behavior.

____ Recognize individual behavior problems before acting to solve them.

____ Designate group chairmen to summarize at the closing of group work.

____ Speak positively to a child.

____ Demonstrate ability to develop pupil skills for independent study.

____ Recognize differences between teacher values and pupil values.

____ Guide pupils to sources of reference materials.

____ Recognize the need for teacher-student communication.

____ Prepare opportunities for students to share experiences.

____ Recognize students who suffer from deficiencies caused by "out of school" factors.

____ Recognize characteristics of failure.

____ Recognize the need for teacher involvement in classroom activities.

____ Establish rapport with students.

____ Help children develop individual learning methods.

____ Write a record of noteworthy classroom incidents.

____ Encourage students who show signs of creativity.

____ Demonstrate concern for children.

____ Encourage children to assume self-responsibility.

____ Relate to gifted children.

____ Smile and speak to individuals by name.

____ Express pleasure at receiving student praise.

____ Accept each student as an individual.

____ Help students maintain a realistic self evaluation of strengths and limitations.

____ Recognize characteristics of pupil learning behavior.

____ Observe student information gathering and processing.

____ Demonstrate ability to use skills in meeting the need of both slow and rapid learner.

____ Demonstrate ability to help children develop and accept an accurate perception of self, in order to achieve personality.

____ Demonstrate ability to help students understand and accept their social, psychological and physical needs.

____ Demonstrate ability to help students understand, accept, and deal with their emotions, feelings and intuitions.

____ Demonstrate acceptance of basic types of personality.

____ Develop interpersonal communications.

____ Demonstrate techniques for acceptable pupil self expression.

____ Identify the individual problems of children and the multiple problems of the classroom and instructional setting.

____ Recognize the relationship between socio-economic influence and behavior.

____ Demonstrate knowledge of family influence on pupil behavior.

____ Recognize needs, motivation, motives, experiences and self concept as determinants of behavior.

____ Recognize reward, punishment, success, failure, praise, reproof, competition, cooperation, and individual goals as factors influencing pupil behavior.

____ Research pupil interest.

____ Use sociometric techniques in guidance and counseling.

____ Demonstrate respect of individual uniqueness.

____ Recognize the need for groups to self select methods and determine pace for problem solving.

____ Guide pupils in presenting findings of self inquiry.

____ Demonstrate ability to help children become responsive to others.

Section 3

CLASSROOM MANAGEMENT BEHAVIOR

This is behavior that is designed to establish orderly procedures for school and classroom interaction. It is exhibited in order to help pupils cope with others in school environment.

____ Identify, select, and use classroom management techniques appropriate for pupils at different stages of development.

____ Prepare a supply box for use on group projects.

____ Develop an absent folder for paper to be given to absentees.

____ Make a file for make up tests that bear absentees' names.

____ Develop pupil committees for weekly tasks.

____ Establish classroom rules.

____ Staple loose assignment papers together.

____ Make a math activity out of collecting lunch, picture, or bank money.

____ Provide adequate physical conditions in the classroom.

____ Plan activities for students who finish work early.

____ Demonstrate ability to handle behavior problems.

____ Tell students of the need for group cooperation.

____ Make clear what is expected of the students in the classroom.

____ Help develop democratic procedures for behavior in the classroom.

____ Describe techniques in attendance record keeping, and inventories.

____ Demonstrate knowledge of pupil information forms.

____ Practice democratic principles in classroom behavior.

____ Demonstrate knowledge of techniques to differentiate between leader-member roles in learning activities.

____ Create classroom climate free from pressure, inhibition, and fear.

____ Demonstrate ability to select scienc teaching equipment.

Section 4

PLANNING AND ORGANIZING CLASSWORK

This is behavior that is directed toward identification and selection of learning activities appropriate for specific pupil needs.

____ Identify, select and use teaching methods appropriate for pupils at different developmental stages.

____ Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.

____ Write educational objectives in terms of student behavior.

____ Differentiate between educational objectives stated in student behavioral terms and objectives not stated in such terms.

____ Recognize the role of educational objectives in the construction of achievement tests.

____ Select test items calling for behavior outlined in specific objectives.

____ Write clear and concise test directions.

____ Place testing situations within the student's own classroom.

____ Prepare records of appropriate films and filmstrips for use in instruction.

____ Make a weekly file for worksheets at the beginning of the week.

____ Use student feedback for instructional planning.

____ Individualize instruction for difficult learning activities.

____ Select a variety of classroom materials.

____ Recognize the need for flexible planning.

____ Plan a series of activities for when students' attention spans dwindle.

____ Plan lessons according to duration of attention span.

____ Identify what behavior is expected of the students in the class.

____ Recognize the characteristics of gross motor coordination.

____ Prepare lesson plans that will help children practice following directions.

____ Organize problem situations to be used as learning activities.

____ Provide developmental programs where pupils can continually advance in learning.

____ Use results of achievement batteries in planning.

____ Use results of self-appraisal techniques in planning.

____ Recognize relationships between teacher behavior, pupil behavior, and learning.

____ Select appropriate evaluative techniques and instruments.

____ Identify ways in which other teachers have analyzed and solved educational problems related to local conditions.

____ Make alternative solutions to problems arising from local conditions.

____ Use local curriculum guides and materials.

____ Demonstrate knowledge of behavioristic theory and cognitive development.

____ Recognize relationship between language patterns and behavior.

____ Recognize factors in individual differences - sex, age, race, physical, intellect, and experiential background.

____ Demonstrate knowledge of techniques for studying human development.

____ Recognize the influence of communication media on pupil behavior.

____ Demonstrate knowledge of the scope and sequence of the total instructional program.

____ Identify community services available to schools and pupils.

____ Select and translate into educational objectives the content areas of history, geography, sociology, anthropology, economics, and political science.

____ Prepare learning activities related to development of social science concepts.

____ Write techniques for teaching controversial issues.

____ Select types of social problems appropriate for pupil investigation.

____ Recognize characteristics of resource units, teaching units, and daily lesson plans.

____ Prepare reading objectives in behavioral terms.

____ Recognize characteristics of the reading readiness program.

____ Identify literary, art, and music sources related to stated objectives and conceptual level of pupils.

____ Recognize reading difficulties inherent in social studies material.

____ Recognize the significance of language in the child's personal, social, academic, and economic development.

____ Correlate listening, reading, speaking and writing skills.

____ Prepare lessons that focus on developing maturity of expression.

____ Develop learning activities to aid children in thinking, feeling, speaking and writing.

____ Recognize characteristics of contemporary reading programs.

Section 5

CREATING A MOTIVATIONAL ENVIRONMENT BEHAVIOR

This is behavior that is directed towards the encouragement of pupil interest in learning activities. It is designed to increase the pupil's desire to become involved in learning.

____ Display student work.

____ Develop files for children's favorite stories, games, films.

____ Encourage children to make their own bulletin boards.

____ Provide space in the classroom for a pupil interest center.

____ Encourage students to work on class assignments.

____ Relate to pupil experiences.

____ Help the class to develop lesson activities.

____ Grade papers diagnostically.

____ Encourage individual pupil projects.

____ Demonstrate confidence in student's ability to learn.

____ Identify pupil interest, imagination, and energies that become vital components in developing an instructional program.

____ Encourage children to contribute to the planning of learning experiences.

____ Recognize the role of motivation and intellectual stimulation in the learning process.

____ Promote conditions where the creative process flourishes.

____ Incorporate group dynamics into classroom activities.

____ Encourage individuality in speech techniques.

____ Demonstrate sensitivity to needs, interests, and capabilities of speaker and listener.

Section 6

MEDIA DEVELOPMENT BEHAVIOR

This is behavior directed toward the production of materials to be used in learning activities. The emphasis is on creative development of unique materials appropriate for pupil needs.

____ Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.

____ Collect bulletin board - pictures and captions.

____ Make a file of bulletin board ideas gained in other classrooms.

____ Prepare a file for instructional material.

____ Prepare cassette recorders for individual instruction in the content areas.

____ Ask supermarkets, drug stores, etc. for old displays to use in the classroom.

____ Make teacher-made books for the classroom.

____ Make use of audio visual materials.

____ Guide children in making flash cards for classroom or home use.

____ Demonstrate ability to use film projectors, filmstrip projectors, overhead projectors, and tape recorders.

____ Decide when and how to use media equipment.

____ Prepare audio visual materials.

____ Demonstrate ability to duplicate materials.

____ Use new and innovative instructional media.

____ Video tape learning activities for self evaluation.

____ Demonstrate new instructional media to others.

Section 7

INSTRUCTIONAL BEHAVIOR

This is behavior designed to help pupils learn. It may be direct or indirect help but the final goal is to help the pupil to learn something.

____ Identify relationships between teacher performance and pupil performance.

____ Identify relationships between performance objectives and teaching activities engaged in.

____ Demonstrate knowledge of the subject matter dealt with by pupils at different developmental stages.

____ Demonstrate the use of group reading as a method of teaching reading to slow students.

____ Write individual group instructions on the board.

____ Enumerate tasks on the board as they are to be completed.

____ Read test instructions to pupils when appropriate.

____ Designate group chairmen to summarize at the closing of group work.

____ Demonstrate the use of role play in instructional situations.

____ Encourage children to express thoughts orally.

____ Encourage children to express thoughts in written form.

____ Involve students in group discussion.

____ Relate complex subject matter to students.

____ Respond to students who ask complex questions.

____ Read to the children.

____ Encourage children to read to others.

____ Use small group activities.

____ Encourage children to inquire.

____ Demonstrate the ability to handle the retarded child in the regular classroom.

____ Demonstrate knowledge of the learning process.

____ Listen to pupils responses and react on the basis of the response.

____ Use new materials and methods.

____ Discuss errors on graded papers.

____ Use field trips for specific instructional outcomes.

____ Organize a class play.

____ Help students associate meaning with printed symbols.

____ Use learning experiences in auditory discrimination.

____ Point out context clues to children.

____ Use pictures in teaching.

____ Develop pupil interest in a problem and observe the formulation.

____ Assist children in developing a solution to a problem.

____ Demonstrate knowledge of skills in developing problem situations.

____ Demonstrate knowledge of techniques and skills in presenting problem solution methods.

____ Demonstrate knowledge of skills in critiquing problem solutions.

____ Use activities involving "Creativity" as problem solving.

____ Help develop pupil questioning behavior.

____ Recognize and interpret the process of change.

____ Demonstrate ability to show relationships within the environment.

____ Classify and identify items in the learning environment.

____ Develop self expression in communicating.

____ Control instructional timing.

____ Demonstrate ability to develop pupils' independent learning skills.

____ Demonstrate knowledge of methods for individual instruction.

____ Use learning experiences that will maximize pupils ability to succeed.

____ Use current events in learning activities.

____ Use learning experiences that promote divergent and convergent thinking.

____ Demonstrate knowledge of classroom grouping procedures and techniques.

____ Use maps, pictures, graphs, charts, and diagram skills.

____ Demonstrate knowledge of reading and non-reading learning resources at different conceptual levels.

____ Demonstrate knowledge of time, space, and relationship concepts appropriate for pupils' conceptual levels.

____ Help students interpret and draw conclusions from data gathered for inquiry.

____ Demonstrate ability to structure classroom situations in which pupils can discover and practice techniques of communication.

____ Demonstrate ability to use techniques of guiding pupils in the reading process (texts, biography, fiction, journals, newspaper, reference sources).

____ Demonstrate dramatic activities associated with learning activities.

____ Demonstrate knowledge of construction activities related to learning activities.

____ Demonstrate knowledge of the techniques for teaching reading-interpretation lessons in social studies texts, maps, graphs, charts, tables, diagrams, and pictures.

____ Demonstrate knowledge of geographic factors and their relationships to cultural, economic, social, political, and scientific progress.

____ Recognize conventions associated with the writing act - writing, spelling, punctuation, capitalization.

____ Demonstrate knowledge of the structure of the written word and its relation to development of words, sentences, paragraphs, etc.

____ Demonstrate knowledge of resource materials helpful in the writing process - dictionary, thesaurus, style manuals, etc.

____ Help students select relevant facts from a general body of knowledge.

____ Guide students to organize ideas into a logical structure.

____ Demonstrate knowledge of the curricular materials in mathematics for the elementary school.

____ Demonstrate knowledge of methods of scientific inquiry.

____ Recognize the relationship between literature and children's creative oral and written expression.

____ Demonstrate knowledge of aids to selection of children's books.

____ Demonstrate choral speaking activities.

____ Demonstrate ability to use art media for interpretation of a literary experience.

____ Demonstrate knowledge of oral reading techniques for expression and clarity.

Section 8

EVALUATION BEHAVIOR

Evaluation behavior is concerned with the process of testing, measuring, and judging pupil behavior in order to structure future learning activities. Such behavior involves the material used in school testing programs.

____ Recognize characteristics of testing, measuring, and evaluating.

____ Recognize characteristics of various types of classroom tests.

____ Classify tests in terms of characterisitcs.

____ Develop a criteria to evaluate tests.

____ Recognize the role of the concepts validity, reliability, relevance, and validity in evaluating tests.

____ Recognize the relationships among observed scores, true scores, and errors in measurement.

____ Evaluate test items in terms of criteria for good item construction and use.

____ Recognize general rules for making frequency distribution for a given set of scores.

____ Recognize characteristics of percentiles.

____ Interpret percentiles.

____ Recognize characteristics of percentile ranks.

____ Interpret percentile ranks.

____ Find ranks for a given set of pupil scores.

____ Find the mode for a set of scores.

____ Recognize characteristics of central scores such as means, medians, and modes.

____ Recognize characteristics of a range.

____ Make appropriate suggestions for revision or reuse of a test item on the basis of item analysis data.

____ Recognize characteristics of standard error of measurement.

____ Recognize characteristics of various types of test norms.

____ Identify corporation resources that will provide information about standardized tests.

____ Differentiate validity, reliability, norm, and practicality information about standardized tests.

____ Grade positively.

____ Interpret IQ scores as one indicator of ability.

____ Use a variety of evaluation procedures.

____ Assess individual stages of development.

____ Survey tests used to measure pupil attitudes.

____ Demonstrate ability to use diagnostic instruments.

____ Know characteristics of achievement batteries.

____ Know techniques of self-appraisal.

____ Know different methods of reporting pupil progress.

____ Derive testable "educational hunches" from actual classroom events, problems, or issues.

____ Use observational techniques for assessment of pupil behavior.

____ Demonstrate knowledge of methods for appraisal of pupil affective growth.

____ Develop techniques for pupil self-evaluation.

____ Evaluate pupils on an individual basis.

____ Describe grading and promotion practices.

____ Interpret learning activity in terms of one major learning theory.

____ Demonstrate techniques in observing pupil performance and assessing progress in accordance with stated objectives.

____ Evaluate personal beliefs and behavior toward pupils.

____ Demonstrate methods and procedures for evaluating children's written and oral language production.

Section 9

RELATIONS WITH STAFF AND PARENTS' BEHAVIOR

Behavior directed towards the development of personal relations between a teacher and other staff members or professional relations between the school staff and parents.

____ Ask for specific individual help or suggestions from other staff members.

____ Describe children's learning habits to parents.

____ Recognize the need for home-school communication.

____ Demonstrate ability to establish rapport with parents.

____ Develop cooperation with other teachers.

____ Use the services of speech therapists and special teachers.

____ Demonstrate sensitivity to others.

____ Communicate effectively with other staff members, administration, consultants, resource people, parents, and lay people.

____ Use parent-teacher and parent-teacher-student conferences.

____ Help conduct a parent teacher conference.

____ Demonstrate ability to use planned conference techniques in parent-teacher conferences.

____ Demonstrate ability to establish "open climate" during parent-teacher conference.

____ Develop behavioral reports of pupil progress for parent conference.

____ Plan lessons with other staff members.

Section 10

SCHOOL COMMUNITY BEHAVIOR

This is behavior directed towards community members. It is engaged in to tell the school story to parents. Very often the school story is pupil progress.

____ Communicate with parents in laymen's terms.

____ Recognize how home and school can pool efforts in enrichment of life and education of special children.

____ Identify local factors which influence educational programs in the school classroom.

____ Know community resources which apply toward the solution of education problems related to local conditions.

____ Attend P.T.A. meetings.

____ Participate in P.T.A. programs.

____ Make home visits to all parents and report pupil growth.

____ Identify community citizens as resource people for classroom learning activities.

Appendix

This section contains sample forms that have been used to record weekly performance objectives and certify proficiency levels.

The forms have been gathered from many sources and are so identified. It is interesting to notice that performance rating forms are being used by more school districts each year. Some states are now adopting uniform performance levels for teachers seeking certification.

WEEKLY BEHAVIORAL OBJECTIVE REPORT

Your Name:_____ Date_____ Cooperating Teacher:_____

Student Teacher's weekly behavioral objectives: What teacher behaviors are you trying to show you can perform? List the major ones you want to reach this week.

Evaluation: How well did you perform the objectives you were aiming for? List ways of measuring your performance other than your own opinion. . .cooperating teacher's comments, students' work, etc.